

# 2025-2026 Subject Overview: French

## Vocabulary

Term	Year 3	Year 4	Year 5	Year 6
Autumn 1	<b>A New Start</b> Ask and answer name Ask and answer simple feelings Count 0-11 6 colours	<b>My School, Your School</b> Asking who someone is Asking someone's age Have you ...? I have Numbers 0-31 Classroom objects	<b>My School, Your School</b> Asking and answering what school subjects we learn Expressing a simple opinion and use of adjectives, likes and dislikes Asking and answering information about the day and subjects Places around the school	<b>My Everyday Life/ Your Everyday Life</b> Revisiting and extending personal information. Asking the time, giving o'clocks Describing simple daily routine
Autumn 2	<b>The Calendar and Celebrations</b> Days and Months (and respond to simple question) Asking the day / month Ask birthday month	<b>My Local Area/Your Local Area</b> Where is ...?( + shops) Here is ( +shops) Left/ right/straight ahead There is/there are	<b>Where I Live/Where You Live</b> Buildings and places of interest, Where is ( + shops) Here is ( + shops) revision Simple directions, There is/there are revision What would you like?/ I would like... How much does it cost?/ It costs..... Numbers 0-50	<b>Where I Live/Where You Live</b> Describing a house and a room Asking Is there + house language, responding with Here is ..? Talking about what I want to be in the future
Spring 1	<b>Animals I Like/ Don't Like</b> Names of domestic animals Ask and answer a like/dislike	<b>A Family Tree</b> Asking who someone is? This is ..... mum/ brother/sister/ dad/grandma/granddad/ friend Who are you? Parts of the face, giving hair and eye colour	<b>Healthy Eating</b> Shopping at the market, fruit and vegetables Transactional language at the shops, numbers 0-50/Euros Instructions to make a healthy dish	<b>Playing Sport and Enjoying Sport</b> Verb to play + sports, asking how to play a sport Simple explanation of a sport (equipment/sports terrain/ team or individual sport) Opinions./Likes and dislikes
Spring 2	<b>Carnival, Colours and Playground Games</b> Colours and ask what colour something is. Giving a response Likes and dislikes	<b>Celebrating Carnival</b> Parts of the body and simple descriptions (colour/small/big etc) Have you ...? I have There is/there are .....	<b>Carnival</b> What are you wearing? I am wearing What's it like? It's + colour and size It has..	<b>This is Me! Hobbies and Fun</b> Asking and answering preferences/feelings and characteristics Fairground rides Opinions/Likes and dislikes
Summer 1	<b>Food We Eat Everyday</b> Fruit and vegetables Breakfast foods Ask and answer likes/dislikes	<b>Feeling Well/Unwell and Jungle Animals</b> How are you feeling? Simple everyday illnesses statements Jungle animals Using body part nouns and colours in simple sentences (noun, verb adjective)	<b>Out of this World</b> Personal information at passport control Countries Ways to travel Planets and simple adjectives Dialogues and conversations	<b>Going to the Restaurant and Cafe Culture</b> Transactional language to order a meal You can eat + foods Buying snacks and drinks (Instructions to make a snack)
Summer 2	<b>Going on a Picnic!</b> Foods for a picnic, asking politely Colours and Commands Ask and answer where you live 0-15 (0-20)	<b>Summertime</b> Simple weather phrases Ice creams- asking for a flavour, asking the price Asking politely for an item Instructions to make a fantastical ice cream	<b>Going to the Beach</b> Beach phrases You can... play + sports; eat + foods; wear + beach clothes	<b>Performances!</b> Revisiting and consolidation of basic transactional language/basic personal information/expressing simple opinions/using questions and answers.

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## Grammar and Phonics

Term	Year 3	Year 4	Year 5	Year 6
Autumn 1	<b>A New Start</b> Exploration of: recognising and answering a question Key listen out activity based on: numbers <b>ix</b>	<b>My School, Your School</b> Exploration of nouns: masculine/feminine Key listen out activity based on: numbers and colours <b>oi/eu/ou</b>	<b>My School, Your School</b> Exploration of: asking and answering simple question about someone else (3rd person singular), conjunctions to create extended sentences Key listen out activity based on: Key sounds in school subjects/opinions <b>qu/in</b>	<b>My Everyday Life/Your Everyday Life</b> Exploration of: time phrases, extended sentences with conjunctions and opinions Key listen out activity based on: Key sounds in daily routine phrases <b>ais</b>
Autumn 2	<b>The Calendar and Celebrations</b> Exploration of: recognising and understanding simple commands Key listen out activity based on: days of the week <b>i</b>	<b>My Local Area /Your Local Area</b> Exploration of: recognising and using commands recognising and using "there is/are" Key listen out activity based on: shop nouns <b>ou/ ch</b>	<b>Where I Live / Where You Live</b> Exploration of: commands, verb to have- present tense Key listen out activity based on: Key sounds in buying a gift role play structures <b>eu/eau</b>	<b>Where I Live / Where You Live</b> Exploration of: verb to have, verb to be, adjectival agreement with nouns Key listen out activity based on: Key sounds in nouns and adjectives linked to the house <b>ai/an/am</b>
Spring 1	<b>Animals I Like/ Don't Like</b> Exploration of: recognising nouns asking a question Key listen out activity based on: Key sounds in animal nouns <b>ch/oi</b>	<b>A Family Tree</b> Exploration of: identifying parts of language which are adjectives recognising and using I have Key listen out activity based on: numbers <b>in</b>	<b>Healthy Eating</b> Exploration of: verb to be – present tense Key listen out activity based on: Key sounds in fruits/vegetables/class survey questions <b>qu/que</b>	<b>Playing Sport and Enjoying Sport</b> Exploration of: verb to play in the present tense Key listen out activity based on: Key sounds in sports and hobbies <b>ais/oue</b>
Spring 2	<b>Carnival, Colours and Playground Games</b> No grammar focus—revise all others so far Key listen out activity based on: Key sounds/words in questions and answers <b>ez</b>	<b>Celebrating Carnival</b> Exploration of: identifying/producing singular and plural forms of nouns identifying parts of language which are adjectives Key listen out activity based on: parts of the body <b>é/ou/oi</b>	<b>Carnival</b> Exploration of: verb to wear – present tense, adjectival agreement with nouns Key listen out activity based on: Key sounds in clothes descriptions <b>au/ou</b>	<b>This is Me! Hobbies and Fun</b> Exploration of: expressing likes and dislikes with nouns and verbs, descriptive sentences using 1st, 2nd and 3rd person, regular present tense Key listen out activity based on: Key sounds in opinions <b>eux/i/é</b>
Summer 1	<b>Food We Eat Everyday</b> Exploration of: nouns and beginning to recognise masculine/feminine nouns Key listen out activity based on: Key sounds in fruits and vegetable nouns <b>une/un</b>	<b>Feeling Well/Unwell and Jungle Animals</b> Exploration of: identifying/producing singular and plural masculine/feminine nouns Key listen out activity based on: illnesses <b>en</b>	<b>Out of this World</b> Exploration of: conjunctions to create extended sentences, writing independently extended sentences Key listen out activity based on: Key sounds new personal info special questions <b>ille/é</b>	<b>Going to the Restaurant and Cafe Culture</b> Consolidation of prior learning – nouns, adjectives, verbs, questions and answers Consolidation and application of accurate sound spelling understanding to practise accurate pronunciation in performance/reading aloud
Summer 2	<b>Going on a Picnic!</b> Exploration of: practising forming and structuring a polite response Key listen out activity based on: Key sounds/words in picnic story <b>ons</b>	<b>Summertime</b> Exploration of: identifying verbs in simple present tense sentences polite requests :I would like ... Key listen out activity based on: ice creams <b>ch/en/on</b> .	<b>Going to the Beach</b> Exploration of using the modal verb structure: You can + verbs Key listen out activity based on: Key sounds in beach language <b>ge/jou</b>	<b>Performances!</b> Consolidation of prior learning – nouns, adjectives, verbs, questions and answers Consolidation and application of accurate sound spelling understanding to practise accurate pronunciation in performance/reading aloud